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ABSTRACT

The document presents an introduction to the study of philosophy. It is intended as an aid to secondary school social studies classroom teachers as they develop and implement programs which help students understand the relevance of philosophy and appreciate philosophical thought. The document is presented in four sections--a general introduction and three modular units. The introduction describes philosophy's purpose and objectives and explains how philosophy can be added to the social studies curriculum. Unit I focuses on the origins of western philosophical thought. Topics discussed include transition from mythological understanding to philosophical reflection, search for order and harmony, identity and change, and the Aristotelian universe. Unit II discusses contemporary western philosophy, including historical roots, traditional philosophical problems, and the value of a philosophy as a basis for an individual's philosophy. The final unit investigates the relationship between people and ideas. Topics discussed include the nature of man, freedom versus predetermination, and political philosophy. For each module, information is presented in chart-outline form on specific objectives, concepts and/or issues, supplementary materials, and learning activities. (DB)

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CURRICULUM GUIDE FOR PHILOSOPHY: SOCIAL SCIENCES 10-20-30

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Alberta Department of Education 1976

P H I L O S O P H Y

GENERAL INTRODUCTION TO THE STUDY OF PHILOSOPHY

Modular Unit 1 - ORIGINS OF WESTERN PHILOSOPHICAL THOUGHT

Modular Unit 2 - CONTEMPORARY WESTERN PHILOSOPHY

Modular Unit 3 - MEN AND IDEAS

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FOREWORD

As new courses are introduced, it is recognized that some teachers will have a substantial background in the content area, while others may wish to enhance their knowledge and understanding before teaching the new courses. The following identifies a variety of ways by which prospective teachers of the new Social Science curricula may more adequately prepare themselves:

1. Agencies which may be contacted to arrange seminars or inservice programs:

   A. T. A. Specialist Councils

   Regional Offices

   Curriculum Branch, Department of Education

2. School System inservice programs
3. Supplementary Readings

SOCIAL SCIENCES 10, 20, 30

RATIONALE

The Social Sciences 10(a), (b) -20(a), (b) - 30(a), (b) program is intended to complement the Alberta Social Studies by encouraging increased understanding of "man and his world". Courses in this program are distinct from the Social Studies curriculum, in that they focus on the structure, concepts, and methodologies of specific social science disciplines rather than social issues within a values-oriented interdisciplinary context.

It is intended that the wide variety of modular units should increase the program flexibility available to High Schools and the students enrolled in them. The electives are not intended to provide an alternative to the existing Social Studies curriculum. Rather, they have been developed to meet diversified student interests and to add enrichment and in-depth understanding to the scope of the total curriculum.

STRUCTURE

The Social Sciences 10(a), (b) - 20(a), (b) - 30(a), (b) program is comprised of a series of modular units. Each modular unit develops several themes appropriate to one of the following disciplines - Anthropology, Comparative World Religions, Economics, Geography, History, Philosophy, Political Science, Psychology and Sociology. The sequence in which the modular units of any particular discipline may be studied is optional

Each modular unit has a credit value of three. In structuring the social sciences program a school is free to select those units that best complement teacher and student interests. Students will receive credit for completed modular units in accordance with the grade level in which they are registered, to a maximum of two modular units (six credits) per grade level:

Grade 10	Social Sciences 10(a) and 10(b)
Grade 11	Social Sciences 20(a) and 20(b)
Grade 12	Social Sciences 30(a) and 30(b)

However, students who have obtained the maximum of six credits at their grade level and wish to enroll in further modular (unit) courses would be eligible for credits at a lower grade level than those in which they are registered. Students seeking entrance to post-secondary institutions are advised to complete two (2) modular units at the "30" level, since receiving institutions will probably require 6 credits in Social Sciences 30.

In the interest of students who transfer to other schools during their High School careers, it is suggested that students' school transcripts contain reference to specific titles of modular units completed.

OBJECTIVES

1. To develop an insight into the basic concepts of the discipline.
2. To develop an insight into specific modes of inquiry and skills unique to a particular discipline.
3. To develop an understanding of how knowledge is produced in a particular discipline.
4. To provide opportunities to experience the emotive qualities inherent to an interest-motivated approach to the study of a discipline.

PHILOSOPHY

RATIONALE

Man has always endeavoured to orient himself to the world of his experience: what meaning he finds in events, what values he aspires to, what standards guide his choices in all that he does. Philosophy makes man think about the basic foundations of his outlook, his knowledge, and his beliefs. It makes man inquire into the reasons for what he accepts and does, and into the importance of his ideas and ideals, in the hope that his final convictions, whether they remain the same or whether they change as a result of this examination, will at least be rationally held ones.

"This, after all is the historic function of philosophy: to integrate, in its quest for truth, the findings of knowledge from whatever quarter; and in its quest for a way of life, the values that give life meaning." In this sense, philosophy explores all pertinent knowledge in the spirit of free inquiry, with the end view of establishing a way of life agreeable to reason and loyal to human excellence. It is not bound by vested property rights in conventional subject matters, nor is it the private preserve of professional philosophers.

Philosophic study is necessarily on-going because of changes in our knowledge as well as in the conditions of our existence. Because of the accelerated rate of change in both, there is a special need for philosophical perspective in our time--for beliefs that enlighten contemporary man and give direction to his existence.

GENERAL INTRODUCTION

TO

THE STUDY OF PHILOSOPHY

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GENERAL INTRODUCTION TO THE STUDY OF PHILOSOPHY

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GENERAL INTRODUCTION TO THE STUDY OF PHILOSOPHY

Purpose

The purpose of this section is to provide an introduction to the concepts and processes of philosophy. Since the study of philosophy, as a discipline, is new to most high school students, it is recommended that this introduction be used before any of the specific modules are undertaken.

Objectives

1. To introduce students to the basic concepts of philosophy.
2. To develop an appreciation of the processes of philosophical thought.
3. To develop an understanding of the relevance of philosophy.

GENERAL INTRODUCTION - PHILOSOPHY REFERENCES

Primary References

Popkin, R. H. and A. Stroll, Philosophy Made Simple. Toronto: Doubleday, 1956.

Titus, Harold, and Marilyn S. Smith. Living Issues in Philosophy. (6th ed). Toronto: D. Van Nostrand, 1974.

Secondary References

Bochenski, J. M. Philosophy: An Introduction. Don Mills, Ont.: Fitzhenry and Whiteside, 1972.

Thomas, Henry. Understanding the Great Philosophies. Toronto: Doubleday, 1962

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
1. TO UNDERSTAND WHAT PHILOSOPHY IS	1. The study of philosophy originated with the ancient Greeks. a. The term *philosophia* means "love of wisdom". 2. Philosophy has various meanings today: a. Philosophy as a personal view of life b. Philosophy as reason and reflective thinking c. Philosophy as speculation d. Philosophy as logical and linguistic analysis e. Philosophy as issues and solutions to these issues 3. Philosophy has traditionally been divided into various fields to deal with basic philosophical issues: a. What is man? - psychology (study of the nature of man)	Bochenski, J. M. Philosophy: An Introduction. Thomas, Henry. Understanding the Great Philosophies.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	- social philosophy (study of interpersonal relationships) b. What is reality? - metaphysics (study of the nature of reality) - ontology (study of the nature of ultimate reality) - cosmology (study of the origin and development of the universe as an orderly system - teleology (study of the ends or purposes of existence) c. How does man know? - epistemology (study of sources, nature, and validity of knowledge) - logic (study of the nature of thought and argument)		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	- linguistic analysis (study of meaning, of the principles and rules of language) d. What is worthwhile? - axiology (general theory of value) - ethics (study of moral conduct) - aesthetics (philosophy of art) - political philosophy (study of the state)		
2. TO APPRECIATE THE NEED FOR PHILOSOPHY	The need for philosophy in the modern world. a. Philosophy is not an activity that offers answers to questions, but one that questions answers. b. Philosophy helps us to understand the nature and history of civilization. c. Philosophy has bearing on the shape of things to come.		

MODULAR UNIT 1

ORIGINS OF WESTERN PHILOSOPHICAL THOUGHT

MODULAR UNIT 1 - ORIGINS OF WESTERN PHILOSOPHICAL THOUGHT

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MODULAR UNIT 1 - ORIGINS OF WESTERN PHILOSOPHICAL THOUGHT

Purpose

Man has always sought rational solutions to certain fundamental questions. The earliest answers were provided by mythology. The purpose of this modular unit is to trace the development of philosophical thinking from its origins, and show the continuity and connection, action and reaction, thesis and antithesis that led to the formulation of comprehensive philosophical systems.

Module Objectives

1. To understand the gradual unfolding of Western philosophical thought.
2. To appreciate the new approaches and accomplishments of early Western philosophies.
3. To analyse the philosophical concepts and to be aware of their implications.
4. To compare and evaluate various early Western philosophical thoughts and systems.
5. To apply the presented concepts and to use them in developing one's own philosophical thinking.

MODULAR UNIT 1 - ORIGINS OF WESTERN PHILOSOPHICAL THOUGHT

Primary References (Cover all module objectives)

Guthrie, W. K. C. The Greek Philosopher from Thales to Aristotle. Agincourt, Ontario: Methuen, 1967.

Sahabian, William S. History of Philosophy. Don Mills: Fitzhenry & Whiteside, 1968.

Secondary References (Supplementary material for specific objectives)

Freeman, Eugene and David Appel. The Wisdom and Ideas of Plato. Georgetown, Ontario: Fawcett, 1972.

Green, Jay E. (ed.). 100 Great Thinkers. Don Mills, Ontario: Musson, 1967.

Huby, Pamela M. Greek Ethics. Toronto: Macmillan, 1969.

Kaplan, Justin D. (ed.). Aristotle. Don Mills, Ontario: Musson, 1965.

Taylor, A. E. Aristotle. Don Mills, Ontario: General Publishing, 1955.

Taylor, A. E. Socrates. Toronto: Doubleday, 1953.

Warmington, Eric H. and Philip G. Rouse. Great Dialogues of Plato. Scarborough, Ontario: Har-Nal Distributors, 1956.

Warner, Rex. The Greek Philosophers. Scarborough, Ontario: Har-Nal Distributors, 1958.

Wender, Dorothy. Hesiod and Theognis. Don Mills, Ontario: Longman, 1973.

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
Specific Objectives one through five are intended for use as a survey of the development of Western Philosophical Thought, and need not be studied in depth. They are intended more as a basis for in-depth analysis of the philosophies of Plato and Aristotle.			
1. TO UNDERSTAND THE TRANSITION FROM MYTHOLOGICAL UNDERSTANDING TO PHILOSOPHICAL REFLECTION.			
a. To understand the historical - developmental condition of human thinking.	1. Evolvement of human thinking is a personal and societal fact. 2. Philosophical thinking in the wider sense is as old as mankind. 3. Philosophical thinking in the strict sense can be seen as a mutation from mythological understanding to philosophical reflection.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
b. To distinguish between mythology, technology and philosophy.	1. Myth is a sacred narrative unreflectingly and uncritically transmitted orally from one generation to another. a. Mythology relates stories dealing with the gods, demigods, legendary heroes and personified or deified powers and events that took place in primordial time. b. Mythology serves as a parable to unfold part of the world view of a people or explain a practice, belief, or natural phenomenon and the ultimate question about origin and meaning and purpose of man and the world.	Wender, Dorothy. Hesiod and Theognis.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	c. Mythology serves as the exemplary model for all significant human activities. 2. Technology refers to man's effort to control his material environment for his own sustenance and comfort by use of tools and applications of reason to the properties of matter and energy. 3. Philosophy (love of, or striving for, wisdom): a. Refers to man's reflection about the ultimate questions of the nature and meaning of the world and man. b. Is a systematic and logically justified procedure of reasoning.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	c. Is not limited by either practical, scientific, religious or even ethical purposes or considerations.		
c. To understand the historical-cultural setting in which Western philosophy originated.	1. The political condition: Early urban cultures with complex societies and highly organized economic systems fell apart (e.g. Egypt). 2. The intellectual condition: Myths and religions gradually lost their claim to present true answers to basic questions. 3. The historical condition: At about 500 B.C. new answers to basic questions were attempted. e.g. China: Lao Tse Kung Fu India: Buddha Persia: Zoroaster Palestine: Prophets Greece: Early philosophers.	Films: Ancient Greece. Coronet, 1953. Greece: The Golden Age. McGraw-Hill, 1971.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
2. TO UNDERSTAND THE SEARCH FOR AN ULTIMATE ELEMENT. a. What is real? What is first? What is in everything?	An answer was attempted by the Milesians. 1. Thales of Miletus (624-546) - life - writings - theory a. All things are only varying forms of this one primary and ultimate element. b. Water is the ultimate element. c. All things are full of gods. 2. Anaximander (610-545) - life - writings - theory a. The ultimate element is indeterminate, a substance without limits (Apeiron). It is imperishable and divine.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	b. The manifold world evolves from this Apeiron by conflict of opposites, e.g. warm-cold, dry-wet. c. In this evolution, life begins in the wet element. In this process land animals evolved from animals living in the water. 3. Anaximenes (585-528) - life - writings - theory a. Air is the ultimate element. b. Variety of forms is due to condensation and rarification of air. c. Quality is reduced to quantity.		
b. To appreciate the endeavour to ask the philosophical question.	1. Knowledge was sought for its own sake. 2. Knowledge was sought in an empirical way, free of mythological preconceptions.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
c. To evaluate the accomplishments of the Milesian philosophers.	1. The early Milesian philosophers were outstanding empiricists. 2. The question of the ultimate principle of being was asked to explain the nature of the universe. 3. There was an attempt to find a unifying element in the diversity of phenomena.		
3. TO UNDERSTAND THE ENDEAVOUR TO SEARCH FOR A PRINCIPLE OF ORDER AND HARMONY.			
a. To understand the principles of matter and form.	1. Every physical thing is made out of a certain material. 2. Every physical thing is presented in a certain shape or form.		
b. To understand the basic concerns of the Pythagoraens. Which principle brings order into the chaos and transforms it into an	1. Pythagoras (570 -) - life - writings - theory a. The imposition of limit on the unlimited makes the limited.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
orderly cosmos? Emphasis shifts from matter to form.	b. The ultimate order-producing element is the number. c. Number is the determining element which determines the undetermined.		
c. To understand the importance of the theory of harmony with regard to the universe.	1. The world is an orderly cosmos. 2. The proper distances and movements between the different bodies and places of the universe are governed by numbers. 3. Numbers guide the recurring world cycles.		
d. To understand the application of the theory of harmony to personal and community life.	1. The individual's soul pre-exists in unison with the universal spirit. 2. The body is considered a burden, a prison for the soul. 3. Through a series of trans-migrations of the soul from one body to another the soul goes through a process of purification.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	4. Purification is achieved through harmony, i.e. through the study of mathematics and philosophy, and their application through asceticism. 5. Purified, the soul will rejoin the universal spirit.		Consider the role of the Pythagorean society.
e. To evaluate Pythagoras' accomplishments.	1. The Milesians stressed the unifying material element. 2. The notions of order, proportion and measure were added. 3. The stress was on quantitative differences due to the proportion in which the material elements were mixed. 4. Pythagoras presents the number as the form element which explains the individual differences. 5. The emphasis is shifted from matter to form.		
4. TO UNDERSTAND THE PROBLEM OF IDENTITY AND CHANGE. a. To understand two schools of thought.	1. Heraclitus (544-484) - life - writings - theory	Guthrie, W. K. C., 100 Great Thinkers.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	a. All things are in a state of flux (panta rhei). b. The basic element is "becoming," development due to strife. c. In the Many is the One. (Unity in diversity, difference in unity). d. The One is the Logos. (universal reason) e. The Logos is also God. The Eleatics 2. Xenophanes (570-470) - life - writings - theory a. The One is God. 3. Parmenides (540-470) - life - writings - theory a. "Being" is. b. Being is coherent. It is the One and the All.	Warner, Rex, The Greek Philosophers.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	c. Thinking and Being are the same. d. True Being can be found through intellectual processes, not through the senses. 4. Zeno - life - writings - theory a. Motion is impossible b. Pluralism is impossible.		Analyze Zeno's four major proofs against motion.
b. To compare the positions taken by Heraclitus and Parmenides.	1. Movement and change are the only realities for Heraclitus. 2. For Parmenides, movement was impossible and the whole of reality consisted of a single, motionless and unchanging substance. 3. Parmenides started a path of abstract thought without reference to sense perception.		
c. To understand the position of the pluralists.			

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
i. Empedocles and Anaxagoras.	1. Emipedocles - life - writings - theory a. The four elements, earth, water, air and fire, are real and ultimate and eternal. b. The world of phenomena consists of a variety of combinations of these elements. c. Proportion is the determining factor. d. Love and strife are the motive causes. e. Living creatures, like all other natural bodies, have originated in chance combinations of the elements. f. In the struggle for existence the less fit perish. 2. Anaxagoras - life - writings - theory		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	a. There are innumerable indestructible elements of matter. b. Each element possesses its own distinctive form and sensory qualities. c. An individual object compounds elements in a given relationship. d. NOUS (i.e. purposeful Mind, Reason) causes the motion according to the goals for which the finished product was intended in the harmonious cosmos.		
ii. Leucippus and Democritus.	1. Leucippus - life 2. Democritus - life - writings - theory a. Atoms are the smallest extant particles of matter. b. Atoms are tiny, solid, indestructible bodies.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	c. Atoms are substantially similar but different in size and shape. d. Atoms cannot be perceived by human senses. e. Atoms are clashing and recoiling in endless motion through boundless space. f. Differences in the size and shape of the atoms, together with the differences in their relative positions and motions and distances from each other, account for the differences which our senses perceive in perceptible objects.		
d. To evaluate the pluralists.	1. A variety of elements was introduced. 2. Emipedocles combined the idea of indestructibility of matter with the Heraclitan ideas of Becoming.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	3. Anaxagoras, with the introduction of the NOUS posits a new causality, teleological in nature. 4. The NOUS is also a newly discovered cause of motion. 5. Is Anaxagoras a first idealist? 6. Democritus reduces all phenomena to a philosophical materialism. 7. The theory of Democritus remains essentially unchanged until the nineteenth century. 8. All showed a great ability of deductive reasoning. 9. None of the previously mentioned philosophies had experimental proof for their theories.		
5. TO UNDERSTAND THE SHIFT OF INTEREST FROM PHYSICAL SPECULATION TOWARD HUMAN LIFE AS PRESENTED BY a. The Sophists b. Socrates.	1. Sophists a. The Sophists were the first	Taylor, A. E., Socrates.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	professional teachers of philosophy requiring that students pay for their instruction. b. Basis of their teaching was the relativity of truth and knowledge. c. This led to complete skepticism. d. It was important to learn technique to win a debate over an opponent. e. Protagoras of Abdera - life - writings - theory Proposes a nihilistic theory based on the premises that: - nothing exists. - if anything existed we could never know it. - if by chance we should come to know it, it would remain a secret because we cannot communicate it to others.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	2. Socrates - life - writings - theory a. Truth is objective in nature. b. Principles of human conduct are objective and valid. c. Virtue (arete) is identical with knowledge. d. Through self knowledge a man achieves happiness. e. Knowledge possesses sufficient potency to motivate a person to do good deeds. f. Knowledge can be taught.	Warmington, Eric H. and Philip G. Rouse, Great Dialogues of Plato. Film: Plato's Apology: The Life and Teachings of Socrates. E.B.F., 1962.	Introduce the inductive method of Socrates' dialectic process.

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
6. TO UNDERSTAND PLATO'S WORLD OF IDEAS.	1. Plato - life - writings - theory a. The common elements in a group of related objects constitute the essence of an object. b. The IDEA is an object's permanent essence. c. An IDEA is the prototype or archetype in its primordial existence to which every particular object in the universe corresponds in its manifestation, as a copy, or shadow of the IDEA. d. The ONTOS (ontological reality) is to be distinguished from the PHENOMENON, its manifestation. e. The phenomenal world is restricted to time and space.	Freeman, Eugene and David Appel. <u>The Wisdom and Ideas of Plato</u>. <u>Films</u>: <u>The Cave</u>. Pyramid International Tele-Film, 1973. <u>Plato's Cave</u>. Pyramid International Tele-Film, 1974.	Read the allegory of the cave in the REPUBLIC.

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	f. The ontologically real world is free of spacial-temporal limitations; is eternal. g. Sensory experiences are experiences in the order of PHENOMENA. h. Conceptual knowledge reveals true reality. i. The phenomenal world seeks to perfect itself by molding itself in the prescriptive pattern laid down by the ideal world. j. Therefore, there is continuous development. k. The IDEAS act as teleologically motivating forces. Plato's philosophy of Religion, Ethics and Politics could be similarly analyzed.		
7. TO UNDERSTAND THE ARISTOTELIAN UNIVERSE.	1. Aristotle - life	Taylor, A. E., Aristotle.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	- writings - theory		
a. To understand and appreciate Aristotelian logic.	a. Aristotelian logic is an analysis of the forms of thoughts. b. The essentials of human logic consists of concepts, judgment and syllogisms. c. There are fundamental laws of logic, e.g., principle of contradiction.		
b. To understand and appreciate Aristotelian metaphysics.	a. Metaphysics is wisdom par excellence, the attempt to attain knowledge about the ultimate cause and nature of Reality. b. Attention is directed to the universal element in things. c. Individual things are true substances; universals are substances in a derived sense only.	Film: Aristotle's Ethic: The Theory of Happiness. Encyclopedia Britannica Film, 1962.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	d. The individual substance is a compound of matter and form. e. The four causes contribute to the "formation" of matter. f. The concepts of potency and act are used to explain real development. g. Actuality is prior to proficiency. h. If every motion requires an actual moving cause, then the universe requires a first mover. Aristotle's ethics, as well as his religious and political philosophical thoughts, could be similarly analyzed.		

MODULAR UNIT 2

CONTEMPORARY WESTERN PHILOSOPHY

MODULAR UNIT 2 - CONTEMPORARY WESTERN PHILOSOPHY

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MODULAR UNIT 2 - CONTEMPORARY WESTERN PHILOSOPHY

Purpose

The purpose of this module is to awaken in the student the desire to formulate a philosophy of life.

The modern technological age has produced a state of moral and intellectual confusion.[1] This state of confusion is further complicated by contemporary ideologies which compete for the minds of man.

Modern contemporary philosophy, unlike technology and ideology, frees man's mind to solve the perplexing problems of life through the use of rational thought.

This modular unit should deepen the student's understanding of major philosophies and an appreciation for the philosophy of others. From the process of inquiry into major philosophies the student can not only better formulate a sound personal philosophy but also gain an appreciation of the philosophies of his socio-cultural setting.

Objectives

This modular unit endeavors to help the student:

1. To identify the basic problems of philosophy.
2. To appreciate the importance of reason and critical thinking in philosophical inquiry.

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[1] See Titus, Harold H. and Marilyn S. Smith, Living Issues in Philosophy, (6th ed.), p.5.

3. To analyze major contemporary philosophies to determine their position on basic philosophical questions.
4. To appreciate a systematic approach to the major philosophical questions.
5. To compare major contemporary Western Philosophies.

MODULAR UNIT 2 - CONTEMPORARY WESTERN PHILOSOPHY

Primary References (Covers all module objectives)

Popkin, R. H. and A. Stroll. Philosophy Made Simple. Toronto: Doubleday, 1956.

Titus, Harold H. and Marilyn S. Smith. Living Issues in Philosophy. (6th ed.) Toronto: D. Van Nostrand, 1974.

Secondary References (Supplementary material for specific objectives)

Binkley, Luther J. Conflict of Ideals: Changing Values in Western Society. Toronto: D. Van Nostrand, 1969.

Bochenski, J. M. Philosophy: An Introduction. Don Mills, Ontario: Fitzhenry & Whiteside, 1972.

Brinton, Crane. The Story of Western Thought. (2nd ed.) Scarborough, Ontario: Prentice-Hall, 1963.

Kaplan, Abraham. The New World of Philosophy. Toronto: Random House, 1961.

Russell, Bertrand. The Problems of Philosophy. Don Mills, Ontario: Oxford, 1912.

Thomas, Henry. Living Biographies of Great Philosophers. Toronto: Doubleday, 1959.

Thomas, Henry. Understanding the Great Philosophies. Toronto: Doubleday, 1962.

Titus, H. and M. Hepp. Range of Philosophy; Introductory Readings. (2nd ed.) Scarborough, Ontario: Van Nostrand Reinhold, 1970.

Warnock, G. J. English Philosophy Since 1900. Don Mills, Ontario: Oxford, 1958.

White, Morton. The Age of Analysis. Scarborough, Ontario: Har-Nal Distributors.

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
1. TO UNDERSTAND THE HISTORICAL ROOTS OF CONTEMPORARY PHILOSOPHY.	1. The historical question is as old as mankind. 2. Man has developed a variety of ways of trying to answer this question. 3. Contemporary philosopy puts forth systematic approaches of examining the philosophical question.	Brinton, Crane. The Story of Western Thought.	
2. TO UNDERSTAND THE MAJOR CONTEMPORARY SYSTEMATIC APPROACHES TO THE TRADITIONAL PROBLEMS OF PHILOSOPHY.	1. Among the major schools of Western philosophy are: Idealism Realism Pragmatism Existentialism Materialism Humanism Naturalism Analytic Philosophy	Kaplan, Abraham. The New World of Philosophy.	A study of the major schools of contemporary philosophy might consider questions such as those identified in the following model, which considers one such major school of philosophical thought.
MODEL - CONTEMPORARY REALISM a. To understand the origins and growth of a major philosophy.	a. The basic premise of Realism is "The external world exists independent	Russell, Bertrand. The Problems of Philosophy.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	of man's mind," or to state the same case in a different way, "Objects in the external world are not appearances that have essence in the mind of man but rather enjoy an independent existence, beyond being perceived, known or related to mind."	Warnock, J. English Philosophy Since 1900.	Contemporary Realism. The same approach may be used to study any of the major schools of contemporary Philosophy and will facilitate the comparative process. (It is expected that students will be given a representative account of some of these, and that they will be further encouraged to compare and criticize selected schools of philosophical thought.)
	b. Contemporary Realism can trace its origin from Plato. Aristotle and Aquinas.	Film: Bertrand Russell. N.B.C., 1958.	
	c. Realism as a contemporary philosophical position began as a reaction against 19th century European Idealism.		
b. To understand the role of significant persons in the development of a major philosophy:	a. The leaders of 20th Century Realism were G. E. Moore and Bertrand Russell.		
i. the life and times of the person	b. The major step in the development of Realism was G. E. Moore's Essay in Mind (1903), "The Refutation of Idealism."		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
ii. major works.	c. The proponents of Contemporary Realism were intellectuals in the mainstream of the European philosophical tradition.	Thomas, Henry. Living Biographies of Great Philosophers.	
c. To understand the major premises of a philosophy.	a. The Realists are basically epistemologists - that is they are primarily concerned with problems of knowledge, truth and logic. b. In order to deny the metaphysical claims of the Idealist, the Realist is forced to take a stand on the nature of reality. c. The Realists reject subjectivism, monism and absolutism. d. Reality is neither created or modified by human experience.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
d. To understand the position of Contemporary Realism in relation to the critical issues of philosophy. i. The existence and nature of the universe. ii. The problem of knowledge. Sources of knowledge Nature of knowledge	Realism strongly emphasizes that the real world exists independent of man. a. Realism emphasizes common sense and science and denies the importance of reason and tradition. b. Realism denies the Absolute. Common sense and science are the ways of knowing. Knowledge for the Realist is not subjective but is objective--hence corresponds to reality.		The teacher may wish to develop a simulation, discussion, seminar, or debate oriented around universal questions. e.g. All mankind has been exterminated by a peculiar virus but no form of sub-human life has been affected. Questions: 1. Does the world still exist? 2. How do you know? 3. Can your position be verified?

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
			e.g. Debate: Resolved: "That to deny Realism is to deny science."
Validity of knowledge (Truth)	a. The test of truth for the Realist is the Correspondence Theory which holds that if a statement of fact corresponds with reality then it is true. b. This position allows no place for reason or belief. c. Truth can be known. There is no skepticism or agnosticism. d. Truth does not change, only our knowledge of reality.	Film: Classical Realist Approach to Education. N.E.T., 1960.	
Role of science	a. Science is the systematic expression of Realism. b. Realism forms the philosophical basis of science.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
Role of religion	a. Religion is not a source of truth but rather an expression of subjective human beliefs. b. Reality not theology is the concern of the realist.		
iii. What is Man?	Man is a part of and subject to the laws of nature.		
Nature of man	The study of man is the proper pursuit of social and biological sciences, not of philosophers.		Debate: Resolved: " A realist must subscribe to the principals of democracy."
Is man free?	a. Man obeys the laws of nature. b. Man is not a puppet manipulated by some supreme king. c. Freedom makes sense in that man has in some dimension of life a choice i.e. to be		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	moral or immoral; to use his knowledge or not to use it.		For enriched groups regardless of the philosophy that is being examined, consider the following questions: 1. What is self? 2. What is mind?
iv. What are Values? Nature of values	a. Values are objective - to be found and validated in Reality. b. For Realism, values are continuous with reality. c. The purpose of values is to lead man into harmony with reality. d. Realism tends to deny the separation of value judgements and factual judgements. e. From man's knowledge of	Films: Culloden, National Film Board. Sad Song of Yellow Skin, National Film Board.	An Examination of Moral Issues. View the films, Sad Song of Yellow Skin and Culloden. Debate. Resolved: "That War is Immoral."

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
Nature of Morality	reality he forms a hierarchy of values. a. Realism denies extreme ethical subjectivism. b. Realism favours situational ethics.		For Enrichment Discuss: - The nature of art and related aesthetic forms. - The role of motives, means and consequences in determining the right course of action.

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
3. TO UNDERSTAND THE VARIOUS EXPRESSIONS OF A MAJOR PHILOSOPHY.	The Realists vary in their views of philosophy, but essentially all Realists can be classified as belonging to one of two groups. a. Naive Realism places strong emphasis upon "common sense." This is the position of G. E. Moore and most laymen. b. Critical Realism places strong emphasis upon well developed theoretical statement of their position.	Titus, H., and M. Hepp. The Range of Philosophy; Introductory Readings.	
4. TO ANALYZE THE MAJOR PHILOSOPHIES. a. The scope of philosophy.	1. Realism does not implicity lead to a systematic view of man or aesthetics. 2. Realism has great appeal among scientists, intellectuals and laymen.	Kaplan, Abraham. The New World of Philosophy.	
b. Comparing major philosophical systems.	1. One of the major philosophies may provide an individual with a personal attitude towards life.	Binkley, Luther J. Conflict of Ideals: Changing Values in Western Society.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	2. The comparison of philosophies can clarify a person's own philosophical position.	White, Morton. The Age of Analysis.	
5. TO UNDERSTAND THE VALUE OF THE PHILOSOPHY AS A BASIS FOR AN INDIVIDUAL'S PERSONAL PHILOSOPHY.	1. Realism stresses common sense and scientific knowledge. 2. Realism may not provide an adequate personal morality.		It is suggested that teachers summarize and evaluate the principles in the whole philosophy course in accordance with this objective, (#5).

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MODULAR UNIT 3

MEN AND IDEAS

MODULAR UNIT 3 - MEN AND IDEAS

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MODULAR UNIT 3 - MEN AND IDEAS

Purpose

The purpose of this module is to provide an opportunity for the student to examine his existence, and to attempt, through philosophical analysis to answer the age old question of man's nature and his relationship to his environment. The module is based on the Socratic premise that "the unexamined life is not worth living."

Objectives

1. To develop the process of critical examination.
2. To integrate or orient oneself towards the various phases of human experience.
3. To open up the wide range of problems, and deal with vital questions of human interest.
4. To appreciate the attempts of great philosophers to provide coherent and consistent answers to fundamental questions.
5. To think about the basic foundations of one's outlook, knowledge, and beliefs.
6. To understand that "Man has the ability to examine his life; without that he is nothing."

MODULAR UNIT 3 - MEN AND IDEAS

Primary References

Popkin, R. H., and A. Stroll. Philosophy Made Simple. Toronto: Doubleday, 1956.

Titus, Harold H. and Marilyn S. Smith. Living Issues in Philosophy (6th ed.). Toronto: D. Van Nostrand, 1974.

Secondary References

Durant, Will. The Story of Philosophy. New York: Pocket Books, 1973.

Green, Jay E. 100 Great Thinkers. New York: Washington Square Press, 1967.

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
1. TO UNDERSTAND THE NATURE OF MAN. a. To understand that the many different interpretations of the nature of man can be grouped into three fairly distinct viewpoints.	1. The Classical or Rationalist View was inherited mainly from Greece and Rome, and revised in a slightly different form in the Renaissance. It states that what most distinguishes man is the fact that he is a rational being. a. Plato i. Reason is the highest part of the soul, and the function of reason is to guide conduct. ii. Reason is independent and immortal in its essential nature. iii. Only reason is able to penetrate to the very nature of things. b. Aristotle Reason is man's prize possession, which sets him apart from sub-human nature.	Titus, Harold H. and Marilyn S. Smith. Living Issues in Philosophy. Note: Much use could be made by individual teachers of the questions, projects and suggested reading lists at the end of each chapter. Green, Jay E. 100 Great Thinkers. Durant, Will. The Story of Philosophy Popkin, Richard H. and Avrum Stroll. Philosophy Made Simple.	TEACHING STRATEGY An excellent introductory lesson could be developed around W. H. Auden's poem, "The Labyrinth". (Auden, W. H. Collected Poems 1927-1957. Faber and Faber Ltd.)

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	c. Stoicism i. Belief in a common reason or Logos which pervades all things. ii. The ideal person is the wise man who suppresses his emotions and governs his world by controlling himself. 2. The Religious View a. The Judaeo-Christian Tradition i. The central view of this tradition is that man is a creature of great value and worth. - Man is to be understood primarily from the standpoint of his divine origin.		

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	- Man is a being created by God and made in God's image. - The fact that man is in part a spiritual being who transcends nature explains his uniqueness, worth and almost unlimited possibilities. - Man transcends the natural conditions of life until he is devoted to the highest that he knows, to God. - Man is a sinner capable of resisting the call to free obedience and fellowship with God.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	ii. The Supreme Virtues - Christianity - love, selflessness, social-mindedness. - Judaism - justice and righteousness. iii. The chief end of man in the Judaeo-Christian view is devotion to God. Judaism and Christianity, in its view of man, says that: - God's control over man's destiny gives man courage and fortitude in facing the problems of daily living. - Man's duty is to have concern for divine law and be loyal to the will of the one God.		

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	b. The Hindu Tradition i. Man is subject, not object, and his consciousness is a reflection of the Supreme Spirit. - The essence of man is not body, life, mind or reason, but Spirit. - The ideal is Saintliness, and self-control and discipline are central. 3. The Naturalist or Biological View a. The scientific view of man does not consider the realm of science to extend beyond the objective "facts" as disclosed by the various sciences.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	ii. Freud, Spengle, Marx - Man is a part of the physical order of nature, and he is subject to physical and chemical laws, as are other organisms. - Man is one of more than a million species of animals that live on the surface of the earth. - The organic or "higher" forms of life, including man, are merely complex processes which may be explained by the same laws that govern motion and matter.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
b. To understand that man does not live in isolation, but is related to all parts and levels of the universe. c. To understand that if man is to be complete he must develop interests and relationships that move in at least four directions.	Man has intimate relations with nature in its inorganic as well as its organic segments. 1. Man's life is interwoven with that of his fellow man 2. Man is related to a transcendent order.		TEACHING STRATEGY Debate. Resolved: "If man is to survive, he must learn to live, not in spite of nature, but in harmony with nature.
2. TO EXPLORE THE QUESTION, "HOW FREE IS MAN?" a. To understand the question: "Is man free to choose and act, or is his every act predetermined?"	1. If all events in the world, including a man's thoughts and actions, are rigidly determined by forces beyond his control, then a man can neither act differently from the way he does nor really guide the course of events in his own life.	Popkin, R. H., and A. Stroll. Philosophy Made Simple.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	2. If man could not have acted differently, should he be held responsible for his conduct?	Film: The Right to Live: Who Decides? (Searching for Values Series). Learning Corporation of America, 1971.	The situation described in the film The Right to Live could provide an excellent basis for a classroom simulation.
b. To understand that upon the answer to this question of man's freedom depends the answer to many other questions.	1. Is man a "self-conscious centre of free activity"? 2. Is man capable of initiating action in accordance with the ends he selects?		
c. To understand and evaluate the following concepts: i. The dilemma of freedom and necessity (the paradox).	1. Personal Relationships a. We assume we are free to decide many issues.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	b. Contacts are permeated with ideas of freedom and purpose. c. Spontaneity is taken for granted and is felt to be the very essence of life. d. We assemble to decide certain questions, and we persuade others to accept our plans. 2. The World of Sciences a. Everything is determined (caused) by natural laws and determinism and mechanism are often taken for granted. b. The universe as a whole and all of its parts participate in and are governed by an orderly causal sequence. c. Effects follow cause with often predictable regularity.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	d. The causal sequence is thought to hold not only in the physical sciences but in the biological, social and psychological sciences as well.		
ii. The denial of freedom - Thoroughgoing Determinism - Thoroughgoing Determinism as a scientific doctrine (cause and effect)	1. Schopenhauer a. Thought the course of man's life is "as necessarily predetermined as the course of a clock." A man can do what he wills to do, but he cannot determine what he wills. b. Scientific Determinism is the view that the entire realm of nature, including man, participates in an unbroken chain of cause and effect. c. All human behavior is governed by natural law and is the result of antecedent events.		

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	2. Spinoza a. God, or nature, is the only self-existent substance. b. Mind and matter, or thought and extension, are attributes, or qualities, of this one substance. c. The one substance (God, or the Universe) is not personal, and it does not have a purpose, since personality and purpose are limiting concepts. d. There is one infinite cosmic order, a fact which excludes chance and spontaneity from nature. e. Reality is completely rational, and there is unity, order and necessity everywhere.	Popkin, R. H., and A. Stroll. Philosophy Made Simple.	TEACHING STRATEGY Read and discuss "Ethics," Part III, Spinoza Selections, edited by John Wild (New York: Scribner's, 1930) pp. 205-206.

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
- Predestination	a. God has decreed every event that is to take place, or at least that each man's destiny is fixed by divine decree. b. Events in nature and human conduct, including man's will, are determined by the sovereign will of God. c. The doctrine of predestination is found in Judaic, Christian and Islamic religious thought (e.g., Augustine, Calvin).		
- Fatalism	a. All events are invariably fixed; thus human effort cannot alter them. b. Man's lot is determined independently of his choices and actions; the future is always beyond his control.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	c. The concept of Fate is prominent in Greek and Roman thought (Zeus, Jupiter - Stoicism). d. In part an emotional reaction growing out of the fact that man lives in a universe which far exceeds his power to understand and control.		
iii. Freedom as Indeterminism - the theory of freedom of the will.	William James a. The doctrine of free will is essentially a moral postulate about the universe. b. Our sense or feeling of freedom and the existence of effort on the part of human beings point to the fact that some things are decided by human choice. c. Determinism is the view that not all things are causally connected and there is a genuine pluralism in the nature of things.	Popkin, R. H., and A. Stroll. Philosophy Made Simple.	TEACHING STRATEGY Read and discuss William James, The Will to Believe and Other Essays in Popular Philosophy. (New York: Longman, Green, 1912), pp. 146, 161-162.

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
iv. The Case for Freedom and Determinism - The four arguments given as evidence for a degree of freedom of choice.	1. The immediate consciousness of freedom. 2. The sense of personal responsibility. 3. Moral judgments on human conduct and character. 4. The fact of deliberation.		TEACHING STRATEGY Tutorials: Some of the topics identified under the title "Projects" at the end of each chapter would make excellent topics for tutorials, small group discussions and essays.
3. TO UNDERSTAND THE IDEA OF MAN AND MAN (POLITICAL PHILOSOPHY) a. To understand that the main tasks of political philosophy are twofold: i. to describe past and existing social organizations	Political Philosophy As an Autonomous Science. 1. Political philosophy, in its first task, describes the essential features of various types of government, e.g. democracy, fascism, monarchy, etc. 2. In its second task, political philosophy makes use of the findings of the social sciences, but then goes beyond by asking such questions as:		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
ii. to evaluate these organizations.	a. "What is the ultimate justification of the existence of any form of government?" b. "What are (or ought to be) the proper limits of governmental power over the members of society?" c. "Is it possible to have rigid control over the economic affairs of people without curtailing their political freedom?" d. "Should elected representatives to a legislature be allowed to vote as they see fit, or should they merely reflect the majority opinion of their constituency?"		
b. To understand that political philosophy can be divided into "classical" and "modern" theories.			

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
i. Classical Theories - To understand that classical political theories are those which issue advice for achieving an ideal society. - To understand and be able to evaluate the theories of some of the great political philosophers.	1. Plato a. Life and Times b. Philosophy i. The crucial question which every society must face is "Who should rule?" ii. In his attempt to answer the question, Plato outlined a society in which every man could live peacefully with each other, an ideal society. iii. Plato assumed that the only difference between the individual and the society in which he lived was size; thus the question of what constitutes an ideal society became "What makes an ideal or perfect man?"		Note: The political philosophers identified here are intended as samples. As a teaching strategy, individual teachers may wish to supplement or substitute this group by examining the philosophies of other great political thinkers such as Aristotle, Machiavelli, Rousseau, Thoreau, Smith or Hegel. Role Play Have students assume the role(s) of various political philosophers addressing the

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	iv. By "perfection," Plato meant "health." The healthy man would thus be both physically and psychologically healthy. v. A man would be psychologically healthy if the three parts of the soul functioned harmoniously. The soul consists of: - the rational element; that part of a man's soul which enables him to reason. - the spiritual element; that part which makes a man courageous or cowardly. - the appetitive element; that part which consists of man's desires and passions.		General Assembly of the United Nations on a current world issue: e.g. - International conflict - Supra-natural government - Military intervention - Foreign aid - Nuclear detente

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	vi. Since, to Plato, the state is nothing but the "individual writ large" the same analysis can be applied. An ideal state would consist of: - the rulers, the rational administrators; - the soldiers, the spirited warriors to defend the state; - the labourers, the appetitive element to provide the essentials of life. The ideal state, then, is one in which these elements function harmoniously. vii. The success of the state depends on the the selection of rulers, who in turn decide which individ-		

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	uals belong in what class. Rulers would be highly trained in administration from youth, and would be given absolute authority in running the society. viii. Plato's government assumes that rulers will know better than the people themselves what laws and policies will be in their best interest; thus, government for the people, but not by the people. 2. Thomas Hobbes a. Life and Times b. Philosophy i. Hobbes viewed man as being selfish and egoistical by nature;		

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	thus life in the state of nature is solitary, poor, brutish, nasty and short. ii. If men are to survive the state of nature, they must abandon all efforts to satisfy their egoistic impulses; thus society is a "compromise" which men must enter into to achieve peace. iii. The compromise or covenant consists of an agreement among men to abide by a certain set of rules, the "laws of society." iv. Laws are effective only if they are enforced; thus the		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	enforcing agency can only rule effectively if granted absolute power. Hobbes argues the sovereign authority of any nation must be absolute. v. Since sovereignty is created by covenants, the subject (i.e. he who is ruled) has left to him all those natural rights which cannot be transferred by covenant-those things the subject may justly refuse to do even though commanded by the sovereign (e.g. to kill, wound or maim himself).		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	vi. Just behaviour consists in abiding by the laws, whatever he does will be law; hence, the sovereign is above the law and cannot violate it. 3. John Locke a. Life and Times b. Philosophy i. Men live in a "state of nature" (on the whole peaceably) and own private property and possessions. ii. Men occasionally may transgress the law of nature. When this occurs the injured party has the right to punish the transgressor. Thus, there would be no reason for men to leave the state of nature and to form		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	societies, except that difficulties arise in applying punishment to those who transgress the law. These difficulties are: - Each man in a state of nature is his own judge of what is right or wrong, and this leads him to make biased judgments. - Even when it is plain that someone has violated the law, we may not have adequate force to punish him. - The degree of punishment may vary for the same crime.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	iii. Society originates in the attempt to develop such institutions for the purpose of remedying the defects of pre-social living. Men create a society by a voluntary agreement among themselves to erect their institution. iv. When someone or some group attempts to gain control of an absolute sort over others, then a "state of war" exists. Opposition is not only justified, but required. v. Law, not force, is the the basis of government. A government without law will be tyrannical.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	vi. Democracy is government by laws which are arrived at after long deliberation by properly chosen representatives of the people, and which are promulgated so that all men may be acquainted with them. vii. There are certain areas of human conduct which are immune from government interference; what Locke called "rights." To Locke, the main "right" was the right to own private property because private property is to a great extent the fruits of a person's own labour.		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	viii. All men are equal in the sense that they have rights which are anterior to those given them by society, and since they are not given to them by society, they cannot be taken away by society either. ix. Ultimately, the source of authority lies with the people who appoint the government. It is mainly a means for carrying out their will. x. To safeguard the people against concentration of power, Locke divided government into three branches, each of		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	which would function as a check against the other: - the legistlative branch - the executive branch - the federal branch 4. John Stuart Mill a. Life and Times b. Philosophy i. Civil liberty limits the power of society over the individual. ii. Since those who exercise power are not the same as those over whom it is exercised, there is a practical need for certain limitations being imposed upon the powers of the government.		

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	iii. Even more dangerous than the threat to freedom from rulers is the tyranny which the majority of people may exercise over minorities. The majority may develop a kind of tyranny which prevents the development of individualistic behavior. This tyranny can work in two ways: - through pressures upon the government to adopt laws which operate against dissenters; - by the pressure of public opinion. iv. The problem which faces any democratic state is that some kinds of behavior cannot be tolerated (e.g. criminal behavior), and yet all non-conforming		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	behavior must not be suppressed. Thus, the problem is to find the legitimate extent to which the majority can interfere in the affairs of individuals or minority groups which do not conform to the behavior of the majority. v. The principle which determines the legitimate powers which society has over the individual is; "The sole end for which mankind are warranted, individually or collectively, in interfering with the liberty of action of any of their numbers is self-protection. The only purpose		

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	for which power can be rightly exercised over any member of a civilized community, against his will, is to prevent harm to others." vi. The only part of anyone's conduct for which he is amenable to society is that which concerns others. In the part which merely concerns himself, his independence is, of right, absolute. 5. Karl Marx a. Life and Times b. Philosophy Marx's political philosophy contains three distinct elements: metaphysics, economics, and ethics.	Film: Marxism: The Theory that Shook the World. Learning Corporation of America, 1970.	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	i. Marx's Metaphysics The influence of Hegel - Marx believed that Hegel had found a general historical law, called the "dialectic" (thesis-antithesis - synthesis) - Marx attempted to make the dialectic scientific by applying it to social classes, rather than to nations. He thus tried to explain history in terms of the struggle between classes. - Marx believed that Hegel's application of the dialectic to nations was essentially superficial. Marx		

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	argued that the reason why nations change is that the classes of men within the nations begin to oppose each other. - The system of classes that a given culture has is completely determined by the economic means and conditions of production. Thus, all class relationships are independent of men's wills, and in fact, are really determined by the prevailing economic system. - Classes produce their own opposition, leading to conflicts and finally to an overthrow of the particular class system.		

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	ii. Marx's Economic Theory Consists of three basic notions: - The Labour Theory of Value. There is a difference between "use value" and "exchange value", and what makes a commodity valuable is the amount of labour power that goes into production. - The Theory of Surplus Value. The ordinary worker, lacking capital, is forced to sell his labour, and thus, in a a sense, himself, as a commodity. The difference between the wages a worker earns and the economic value of what he has produced, Marx called		

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	"surplus value," which is assumed by the employer rather than the worker. - The Concentration of Capital. In order to accumulate profit and remain competitive in a capitalist economy, the employer is obliged to cut his costs. This is done by reducing the earnings of the workers. Tension is bound to be created between them when the worker realizes he is being exploited and finally conflict will break out. Consequently, the worker will take over the means of production at which time a new, classless society will be inaugurated.		

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SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	iii. Marx's Ethics Marx maintained that industry and technological discoveries develop much more rapidly than do the techniques for controlling them. Industrial expansion in the capitalist system intensifies class conflict. This is due to two factors: - Self-alienation. Man creates a highly technical world, but cannot control it; thus, he alienates himself from all those things which he prizes most and which his technology was designed to achieve (e.g. security, comfort, leisure, etc.)		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
	- Fetishism. The worship of the products of labour. Men become ruled by the inanimate things they produce (e.g. automobiles). The solution to both of these problems rests with the replacing of capitalism with socialism, which will introduce a new morality based upon human rather than machine values.		
ii. Modern Theories - To understand that modern political theories are devoted to political analysis; i.e. to clarify the meaning of the advice given by classical political theories.	Modern political philosophers deal with questions such as: a. What is meant by the phrase "universal human rights" as it appears in the charter of the United Nations?		TEACHING STRATEGY Students should be encouraged to apply classical theories to contemporary issues. E.g.

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- To be able to apply principles established by classical theorists to contemporary questions.	b. What is the correct analysis of the word "state"? c. Is there a conflict between individual rights and the welfare of society in a modern democratic state?		How would Plato have answered questions such as those identified?